

# Kentucky Teacher

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DECEMBER 2001 - JANUARY 2002

## Kentucky 8th-graders shine on national science test

### 4th-grade scores also beat national average

Kentucky's 8th-graders made significant progress in science from 1996 to 2000, based on results of the most recent administration of the National Assessment of Educational Progress (NAEP) science test. For the first time, they scored above the national average.

In the spring of 2000, nearly 500,000 4th- and 8th-grade students in participating states and jurisdictions took NAEP's science tests. The test included multiple-choice and open-response (short answer) items and hands-on tasks. The 2,300 participating Kentucky 8th-graders scored an average of 152, three points higher than the national average of 149. Kentucky's score represents a five-point increase since 1996.

Kentucky joins Vermont and Missouri as the only states to make what NAEP calls "significant progress" in 8th-grade science from 1996 to 2000.

Fourth-graders took NAEP's science component in 2000 for the first time. Kentucky's 4th-graders scored 152, four points higher than the national 4th-grade average of 148 and 11 points higher than the average of the southeastern states.

While pleased with the rising scores, Education Commissioner Gene Wilhoit said he is concerned about some of the NAEP-related data. While Kentucky's African-American 4th- and 8th-graders scored five points higher in science than their counterparts nationwide, their scores were as much as 27 points lower than those of white Kentucky students.

"Obviously, we still have an achievement gap between whites and African Americans, and that's troubling," he said. "The achievement gap at the 8th-grade level actually got wider between 1996 and 2000. Our schools and teachers need all the assistance we can muster to close this gap."

### About NAEP

The National Assessment of Educational Progress (NAEP) is popularly known as "the nation's report card." Educators nationwide generally consider NAEP's results to be a valid source of state-to-state comparisons of learning.

Kentucky joins 39 other states, Department of Defense schools, and schools in Guam and American Samoa in the NAEP program. NAEP provides data to state departments of education showing a number of items:

- overall state score (on a scale of 0-300);
- student achievement levels: below basic, basic, proficient and advanced (levels that do not match precisely with Kentucky's novice, apprentice, proficient and distinguished but can be correlated to some degree);
- break-out scores by gender and race;
- exclusion rates indicating the number of students not tested because of disability;
- progress from one testing year to another.

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More information about NAEP is available online at [www.nces.ed.gov/nationsreportcard](http://www.nces.ed.gov/nationsreportcard).

For details about Kentucky's performance on the NAEP science test, contact Lisa Gross at (502) 564-3421 or [lgross@kde.state.ky.us](mailto:lgross@kde.state.ky.us), or visit [www.kentuckyschools.org/comm/mediarel/01r065.asp](http://www.kentuckyschools.org/comm/mediarel/01r065.asp) online.



Photo by Rick McComb

Sammi Conn and Joe Templeman answered weather-related questions during science class at Rowan County Middle School last spring. Kentucky 8th-graders made a good showing in science on the most recent round of National Assessment of Educational Progress (NAEP) tests. For the first time, they scored above the national average.

### NAEP Scores in Science

By Gender and Race  
(Score scale 0 -300)

	<u>1996</u>		<u>2000</u>	
	4th	8th	4th	8th
<b>Males</b>				
Kentucky	*	148	155	155
Nation	*	149	151	153
<b>Females</b>				
Kentucky	*	147	150	148
Nation	*	148	146	146
<b>White</b>				
Kentucky	*	151	156	155
Nation	*	159	159	160
<b>African American</b>				
Kentucky	*	127	129	126
Nation	*	120	124	121

\* NAEP tested 4th-graders in science for the first time in 2000.

## 'The Nation's Report Card'

# Success on another national test confirms it: Kentucky schools are on the right track

By Gene Wilhoit  
Commissioner of Education

National test results again support what Kentucky's own Commonwealth Accountability Testing System shows: Our public schools are improving, and our students are performing at higher levels than ever before.

Results released on Nov. 20 from the National Assessment of Educational Progress (NAEP), commonly known as "the nation's report card," show that Kentucky's 8th-graders made a five-point gain in science from 1996 to 2000. For the first time, Kentucky scored higher than the national average in 8th-grade science.

It's important to have such credible national comparisons. They let parents and taxpayers see how the state's schools stand in comparison to schools in other states. That's why the state's Commonwealth Accountability Testing System (CATS) includes the Comprehensive Test of Basic Skills (CTBS), a national test of reading, mathematics and language knowledge. Results from that national test, released in August, showed that Kentucky students were at or above the national average for the first time on that measure as well. For example, our 3rd-grade national percentiles in both reading and mathematics went from 49 in 1997 to 58 in 2001.

These significant improvements on two national tests are similar to the gains we have seen on the Kentucky Core Content Test components of CATS. Three years of comparable CATS test data show that Kentucky students are achieving at higher levels in every content area and at every grade level.

CATS is the product of a broad, collaborative process of unprecedented public involvement. The Kentucky Board of Education developed the test with legislative guidance, with the help of thousands of teachers, parents, business leaders, university people and taxpayers, and in consultation with a panel of the nation's top testing experts. As a result of this inclusive, careful and trustworthy process, we have a strong system of testing and accountability –

and every reason to have confidence in it.

Each school has its own chart showing where it is and what it needs to achieve each year to reach the goal of proficiency and beyond by 2014. Parents and taxpayers can easily see exactly how a school is progressing toward the goal. In addition, every school mails to parents every year its School Report Card, which reports CATS results, other test results and information about teacher preparation, school safety and uses of technology.

These consistent and clear reports of progress and results – including national test results – give parents and taxpayers the information they need to examine school quality and participate in school improvement.

What we see are meaningful results produced by the Kentucky Education Reform Act of 1990 and by the hard work of Kentucky's public school teachers and administrators. It is clear that Kentucky's students are making progress.

We still have a lot of work to do to reach our goal. We are pursuing excellence in Kentucky, and we can't stop working now. But we can pause for a moment and recognize how far we've come. The National Assessment of Educational Progress, the national Comprehensive Test of Basic Skills and the Kentucky Core Content Test components of the Commonwealth Accountability Testing System all convey the same exciting message: The investment and the hard work are paying off in the lives of Kentucky children. Schools in Kentucky are improving. Students in Kentucky are achieving at significantly higher levels than they ever have before.

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To respond to the commissioner on this or any other topic, send e-mail to [gwillhoit@kde.state.ky.us](mailto:gwillhoit@kde.state.ky.us), phone (502) 564-3141, or address correspondence to Gene Wilhoit, Kentucky Department of Education, 500 Mero St., Frankfort, KY 40601.

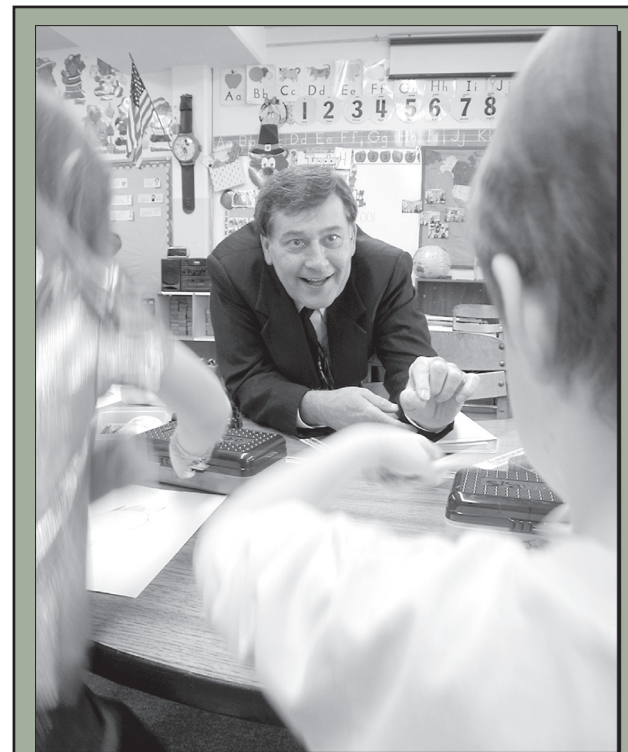


Photo by Rick McComb

### Learning About Learning

Education Commissioner Gene Wilhoit gets specific as he asks students about their work at Happy Valley Elementary in the Glasgow Independent school district. The school was one of eight stops on a "Learning Talks" tour of high-performing schools that met their performance goals for the past four state assessment cycles.

## Inspire students with visit to science fair 'Olympics'

Kentucky students and teachers will have opportunities to see and learn from the cutting-edge work of the world's youngest scientists when the Intel International Science and Engineering Fair (ISEF) comes to Kentucky May 12-18, 2002.

This event, known as the "Olympics" of science fairs, will take place at the Kentucky International Convention Center in Louisville May 12-18, 2002. More than 1,200 of the world's most promising high school scientists, all of them winners at their regional or national science fairs, will exhibit their discoveries and compete for major awards.

The fair's exhibition hall will be open for class field trips on May 16 (9 a.m. to 3 p.m.) and May 17 (9 a.m. to 1 p.m.). Visit [www.intelisef2002.org](http://www.intelisef2002.org) after Feb. 1 for information on how to register a class for a field trip.

Intel ISEF "Innovation Rooms" at various downtown Louisville locations will feature demonstrations, hands-on activities and presentations on a variety of science topics. The Web site will offer details.

Classes throughout the world will have access to Intel ISEF resources. The Kentucky Department

of Education is developing curriculum suggestions for K-12 teachers, and real-time webcasts are in the planning stages. Watch the Web site for details about these and other resources.

Refer questions about Intel ISEF educational resources and opportunities to state science consultants Russell Moore and Jackie Hensley at (502) 564-2106 or through KETS global e-mail, or contact the science consultants in the Department of Education's regional service centers. For a list of centers and consultants, see [www.kentuckyschools.org/oapd/rsc/](http://www.kentuckyschools.org/oapd/rsc/).



# Elementary schools can volunteer for longitudinal assessment in reading

By Faun S. Fishback

Kentucky Department of Education

Elementary schools throughout Kentucky will have the opportunity this spring to participate in a statewide reading assessment that will help monitor student performance in reading over time. The statewide project would retest 5th-graders using the 4th-grade Kentucky Core Content reading test.

Legislation that created the Commonwealth Accountability Testing System in 1998 requires the development of a "technically sound longitudinal comparison of the assessment results for the same students." For the past two years, selected elementary schools have participated in piloting a longitudinal assessment. The Kentucky Department of Education worked with the National Technical Advisory Panel on Assessment and Accountability (NTAPAA), the School Curriculum, Assessment and Accountability Council, and the Education, Assessment and Accountability Review Subcommittee of the legislature to create the pilot program.

At its December meeting, the Kentucky Board of Education gave its support to another piloting of the program to allow elementary schools to participate voluntarily in retesting 5th-graders in reading. The 5th-graders at the participating schools will retake the 4th-grade reading assessment at the conclusion of the spring Kentucky Core Content Tests.

Because the pilot would involve more schools, board members said they think the data collected will help them make a more informed recommendation to the legislature as to whether a longitudinal assessment should be part of the state's accountability system.

James Catterall, who chairs NTAPAA, told the board that the data produced from the first two pilots support expanding the project to include schools throughout the state. The third pilot would provide data to help the board decide whether to recommend including longitudinal testing in the accountability system, he added.

Significant information from the pilots shows that teachers in the participating schools embraced the

assessment as a viable tool to use in their instruction, said John Poggio, vice chair of NTAPAA.

"Teachers are not saying, 'Here's another test from Frankfort,'" he explained. "They see retesting as a good instructional tool."

The board also gave its support to a Department of Education study that will look at rigorous individual assessments for all students prior to high school graduation. Educators would use this assessment to identify academic deficiencies as well as improve students' readiness for postsecondary education or the work force.

As part of the study, the department will look at the feasibility of requiring diagnostic pre-assessment and/or at least one rigorous individual assessment of every high school student. Almost 7,000 of the 37,000 students who graduate from Kentucky high schools each year do not participate in any individual assessment prior to graduation.

During the meeting, the board also heard updates on the following projects:

- "Characteristics and Attributes of Primary Programs and Practices" – This study, conducted last school year, identifies the characteristics and attributes of effective Kentucky primary schools and classrooms. (Watch for more information about this report in a future issue of *Kentucky Teacher*.)
- Extended School Services –

## 'Learning Talks' Tour



Photo by Rick McComb

State Board of Education member Carol Gabbard got a first-hand look at work produced by student Shalyne Walters during a visit to Jackson County's McKee Elementary School in mid-November. Gabbard and other state education leaders plus local business and community representatives are on "Learning Talks" visits to eight of the state's 67 schools that have qualified for rewards in each of the four accountability biennia completed since 1992. For details about the tour, visit [www.kentuckyschools.org/comm/pubinfo/learning\\_talks.asp](http://www.kentuckyschools.org/comm/pubinfo/learning_talks.asp) on the Internet or contact Kay Anne Wilborn at (502) 564-3421 or [kwilborn@kde.state.ky.us](mailto:kwilborn@kde.state.ky.us).

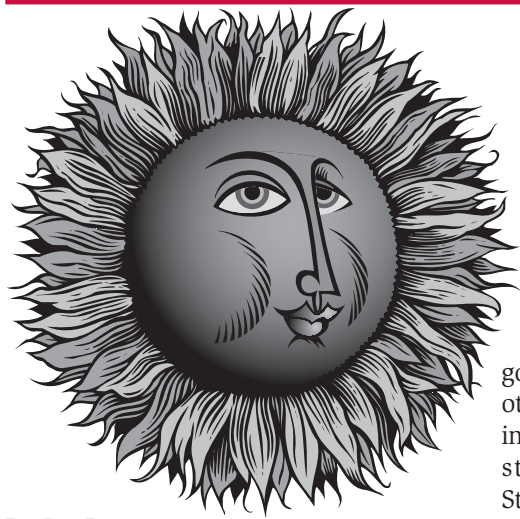
Merrill Meehan of the Appalachia Educational Laboratory, which is conducting a third-party evaluation of the state's ESS program, presented preliminary results from surveys of ESS coordinators at the district and school levels. The final report is expected next year.

- Minority recruitment – Only four of Kentucky's 176 school districts failed to submit the state-mandated Minority Educator Recruitment and Retention report for

2000-01. The report provides information about job vacancies, interviews and positions filled.

In addition, the board made final its intent to amend two regulations: the Effective Instructional Leadership Act and the regulation that governs Home/Hospital Instruction. For more information about these proposed amendments, visit [www.kentuckyschools.org/legal/hearings.asp](http://www.kentuckyschools.org/legal/hearings.asp) on the Web.





# The sun shines bright at Wurtland Elementary

By Joy Barr  
Kentucky Department of Education

**H**ow much electricity do you use daily? How much does your classroom use? How much does your school use?

Students at Wurtland Elementary in Greenup County can answer those questions. Their school is the first in Kentucky to install a solar electricity system as part of the U.S. Department of Energy's Million Solar Roofs initiative. The initiative's goal is to enable U.S. businesses and communities to install solar systems on one million rooftops by 2010.

The Department of Energy is leading this trailblazing initiative by working with partners in the building industry, local governments, state agencies, the solar industry, electric service providers and non-governmental organizations to remove barriers and strengthen the demand for solar technologies.

Wurtland Elementary installed the solar system through Learning From Light, one of many programs under the Million Solar Roofs umbrella. The program, a cooperative effort of electricity provider American Electric Power (AEP), federal and state

governments, local communities and other partners, helps schools worldwide install solar energy systems and teach students about energy resources. Students learn about the different ways of generating electricity and the impact of electricity production on the environment. An Eisenhower grant and donations from AEP funded the solar system installed at Wurtland.

"This system is an invaluable learning resource for the school and the community," said Timothy Mosher, Kentucky state president of AEP.

The solar energy system installed at Wurtland Elementary is a 1,000-watt system consisting of 20 panels, 50 watts each, connected and mounted on a pole. The system measures approximately 8.5 feet by 11 feet and is electrically connected to the school building and the electric grid. Datapult Internet-based, energy management software developed by AEP lets Greenup County students, teachers and others track the amount of electricity supplied by the solar panels and compare it to the school's energy demand.

"We are very excited about the Learning From Light project," stated Barbara Cook, principal at Wurtland Elementary. "So many windows for learning open with this project. There are opportunities to use the project in all subjects and all classrooms at Wurtland. Even becoming friends with students in other parts of the country makes it a learning tool of infinite value."

Students monitor the school's total energy use, the amount of electricity produced, and electrical activity used for specific purposes such as lighting and computers. Students graph their data and go to the Learning From Light Web site to compare their graphs to those produced at other schools involved in the program. The Web site creates opportunities for global



Photo courtesy American Electric Power

**Guided by teacher Kathy Glancy, Wurtland Elementary School students present "How Does Your Garden Grow" to demonstrate the impact of solar power. The Greenup County school is the first in Kentucky to install a solar electricity system as part of the U.S. Department of Energy's Million Solar Roofs initiative. Solar power is a schoolwide instructional theme in all content areas.**

networking among students, teachers and communities.

By developing this unique educational program and installing solar panels at schools, AEP and its partners help students and community members learn more about and understand the importance of using all types of fuels to produce energy. "Enhanced mathematics and science comprehension among students and increased understanding of the different ways of generating electricity and their impact on the environment are the desired outcomes of the installation,"

Mosher said.



For more information about the Learning From Light program, contact Melissa McHenry at American Electric Power at (502) 696-7003 or [mamchenry@aep.com](mailto:mamchenry@aep.com).

To request information about the Million Solar Roofs initiative, e-mail [www.eren.doe.gov/millionroofs/](http://www.eren.doe.gov/millionroofs/).

For details about Wurtland Elementary's solar energy activities, contact Scarlet Shoemaker at (606) 473-7739 or [sshoemaker@greenup.k12.ky.us](mailto:sshoemaker@greenup.k12.ky.us).

## Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, and what you want to see in future issues.



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# Kentucky's Class of 2014 – A Strong Start in Reading

Photo by Rick McComb

**D**ressed in robes and slippers, Trevor Turner and his classmates listened to a reading of a holiday story, “The Polar Express” by Chris Van Allsburg, and used prompts on the board to write about their own holiday wishes. Their teacher, Tamara Gilvin, read the story and guided the students in reading-skills activities, including predicting, vocabulary, spelling, comparing and contrasting, and retelling. The pictures and stories the students developed as they related the story to themselves are on display at their school, Northern Elementary in Pendleton County. After the holidays, the class will publish them in book form and share them with their families.

Such activities are giving this year’s entry-level primary students – Kentucky’s high school graduates of 2014 – a strong start in reading. Here’s how their learning relates to some of

the expectations outlined in “Program of Studies for Kentucky Schools”:

- **Primary:** Students will listen to a variety of genres to form an understanding of reading; develop concept of self as reader through using experience, memorization, pictures and imagination to make meaning from reading materials; make connections between letters and their corresponding sounds in words; use pictures to tell stories; re-tell stories to demonstrate understanding of plot; summarize what happened in a story by telling and/or drawing.

- **Grade 4:** Students will understand and respond to a variety of reading materials, making connections to students’ lives, to real world issues and/or to current events; identify meaning from a variety of reading materials; employ reading strategies to locate and apply ideas and information

for inquiry projects and other authentic tasks.

- **Grade 7:** Students will respond to and analyze meaning, literary techniques and elements of different literary genres; respond to and analyze transactive reading materials (informational, practical/workplace, persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems and summarizing information.

- **High School:** Students will read and analyze informational material (such as biographies, autobiographies and periodicals); respond critically to a variety of literary genres ... and styles by applying a knowledge of characteristics of those genres and literary terms and concepts ... and by making connections to personal experiences; read and analyze practical/workplace materials (warranties, recipes, forms, memoranda,

consumer texts, manuals); read and analyze classic and contemporary persuasive materials (editorials, articles, advertisements, essays, speeches) ... and classic and contemporary literature as representative of the many dimensions of the human experience.

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For more about what this year’s entry-level primary students are learning, refer to “Program of Studies for Kentucky Schools.” The document is available free of charge online. Go to the Kentucky Department of Education’s Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)) and select “Program of Studies.” It is also available for purchase from the KDE Bookstore. Select “Bookstore” on the department’s Web site or contact Windy Newton at (502) 564-3421 or [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us).



## New to the 'Net Lesson 2.4

# How can the Web help my students become active inquirers?

Welcome back to "New to the 'Net," a professional development series for teachers who want to use technology effectively for teaching and learning. In this lesson, learn how to link your students – and yourself – to experts on almost every topic or core content area. When you visit the online version of this lesson, you will discover how it can help you meet Standard X of Kentucky's Experienced Teacher Standards.

To locate this lesson online, go to the Kentucky Department of Education's home page ([www.kentuckyschools.org](http://www.kentuckyschools.org)) and click on the mascot "Newt" (or directly to [www.kentuckyschools.org/newt](http://www.kentuckyschools.org/newt)), then click on "Lesson 2.4."

### Lesson 2.4

More than 407 million people worldwide use the Internet to find and share information. Many of those people are subject-matter specialists with high levels of knowledge and expertise in many academic and practical areas.

Wouldn't it be great if your students had direct access to these experts?

They do! The Internet offers several telementoring opportunities that bring expert volunteers virtually into K-12 classrooms to communicate directly, longitudinally and electronically with students and teachers. One such possibility is the University of Texas at Austin's Electronic Emissary Project (<http://emissary.ots.utexas.edu/emissary/>). This curriculum-based, electronic system brings teachers, students and experts together by e-mail and desktop conferencing. The Electronic Emissary is also a research project focused on the nature of online, authentic professional development for teachers and telementoring interactions in which

K-12 students are active inquirers.

The range of telementoring projects spans the curriculum to include language arts, history, science, mathematics and foreign languages. This project benefits students who are motivated by "real" experts, and it gives teachers opportunities to form content-related partnerships with internationally respected authorities.

The experts benefit, too. Many have expressed delight in delving deeper into their areas by interacting with others who are digging for facts and information.

When you and your students want experts to help answer questions and provide perspective, check "Ask an Expert" (<http://nynie.dl.stevens-tech.edu/askanexpert.html>). This Web site is geared to all grades and provides links to experts in a number of different categories.

The online version of this lesson provides links to other ways to connect with experts in various fields.

One of the greatest assets of the Web is the people who are part of the Internet community. "Ask an Expert" offers a quick, one-step process for finding experts in any field. Start your search by choosing one of the sections: Science and Math, Medicine and Health, Computing and the Internet, History and Social Studies, Economy and Marketing, Professionals, Personal and College Advisors, Library Reference, Literature and Language Arts, and Just Out of Curiosity).

Another link to experts – and projects for students and classes – is the Online Classroom site sponsored by Stevens Institute for Technology (<http://nynie.dl.stevens-tech.edu/currichome.html>).



The National Council of Teachers of Mathematics offers Illuminations, a multimedia site that features materials based on national mathematics standards. Mathematics comes alive on the Web with I-Math Investigations, multimedia tools and activities arranged by grade level. Visit Illuminations at <http://illuminations.nctm.org/index2.html> to check out the many resources and weekly highlights.

Illuminations is one of many resources available through partnerships with MarcoPolo, an online resource for teachers who want strong, research-based concepts for using the Internet as a teaching and learning tool. To learn more about MarcoPolo and its resources, visit <http://MarcoPolo.worldcom.com>.

"New to the 'Net" started in the August 2000 issue of *Kentucky Teacher*. If you need copies of printed lessons, go to [www.kentuckyschools.org/newt](http://www.kentuckyschools.org/newt) and click on the link to each *Kentucky Teacher* issue or send a request to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us).

Susan Lancaster of the Department of Education's Division of School Instructional Technology is the mentor for this year's "New to the 'Net" series. E-mail your questions, comments and ideas to her at [slancast@kde.state.ky.us](mailto:slancast@kde.state.ky.us) (or through the KETS global list), or phone her at (502) 564-7168, extension 4542.

# Summertime Successes

## Two Franklin County camps pave the way for early readers and students entering middle schools

By Joy Barr  
Kentucky Department of Education

Many educators and parents recognize that the transition from elementary to middle school can be difficult for students. Most students moving from elementary to middle school encounter a larger school with class changes and more challenging course work.

Franklin County's science teachers made the transition a bit smoother for local students entering Bondurant Middle School this year. They invited the students to a weeklong **Wild and Wacky Science Camp**. The experience provided an introduction to doing scientific research while giving campers a chance to meet students from various elementary schools that feed into Bondurant.

Fun and making friends were built-in parts of the campers' experience, but there was some serious science going on, too. On the first day of camp, the students divided into groups to work on projects that required research and the application of scientific principles. One group, for example, had to use what they already knew plus what they could find out to come up with the likely characteristics of an imagined planet orbiting between Earth and Mars.

Other groups dealt with different challenges: cleaning up an oil spill on the Mississippi River, describing a new hybrid insect, estimating the effects of a meteor hitting the African Savannah, and putting the laws of physics to the test by designing a roller coaster.

All groups followed the same formula in tackling their assignments: Do the research, make conclusions, and present findings to the group. In keeping with the camp's theme, students had to present their findings in a "wild and wacky" way. No boring lectures at this camp! The "insect breeders," for example, had one student play the part of a teacher quizzing the class about the bug.

Even though the presentations on the last day of camp proved the students had accomplished quite a bit, most of the campers acted like typical middle school students and preferred

to talk about the fun they had or the friends they met. That was fine with the teachers. They agreed that "wild and wacky" appeared to be a perfect way to sneak learning past a middle schooler!

For more information, contact Rusty Willhoite at Bald Knob Elementary, (502) 875-8420 or [rwillhoi@franklin.k12.ky.us](mailto:rwillhoi@franklin.k12.ky.us).

### Literacy Camp

A lot of summer camps offer children the adventure of a lifetime. Campers attending a summer program offered by Franklin County Schools can get a lifetime of adventure.

Through Franklin County's summer literacy camp, students improve their reading, writing and listening skills. The 10-day program for incoming first-graders is an extension of the district's early literacy program, which targets students at risk of falling behind in reading. Each spring, teachers and literacy aides travel to each of the district's six elementary schools to screen all P1 and P2 students. They use their findings to identify students who would benefit most from literacy camp.

The next step is to talk with the parents of prospective campers to gauge interest and seek commitments. "One of the camp requirements is that parents be involved. We ask them to spend 20 minutes a day reading with their children at home," said Vikki Hall, the district's reading specialist and one of the camp leaders.

To help eliminate attendance and learning barriers, the district provides transportation, meals and activities that make learning fun. Each year's theme becomes the basis of what campers read, play and eat. Campers last summer spent a day in the woods and read stories about the wilderness, played outdoor games and ate snacks shaped like bugs.

Camp counselors are teachers and aides. Hall likes to have one teacher or aide from each elementary school so there will be at least one familiar face for every camper who attends. The camp staff gets 20 hours of training,



Photo by Rick McComb

Students Rachelle Delgado (bottom), Ki-Jana Taylor and Alanna Simpson got a real feel for the alphabet during last summer's literacy camp for early-primary students of Franklin County. Aide Dana Murphy supervised as the students wrote letters in shaving cream at Hearn Elementary, which hosted the camp.

covering subjects such as gender equity, best practices, reading styles and ways to improve parental involvement.

After only two summer camps, Hall hesitates to gauge its impact but says things look promising. "Early indications are good," she said. "The

kids who attended the first camp two years ago are progressing well. This spring we'll take a look at how the most recent campers are doing."

For more information, contact Vikki Hall, Title 1 coordinator at Hearn Elementary, at (502) 695-6760 or [vhall@franklin.k12.ky.us](mailto:vhall@franklin.k12.ky.us).



# Athens Elementary teachers hone their skills in student-driven reading and writing instruction

By Faun S. Fishback  
Kentucky Department of Education

Teaching from traditional lesson plans doesn't happen at Athens Elementary. Teachers at this historic Fayette County school come to class prepared to teach, but they set their target every year by using standards to develop long-range plans. How they reach that target depends on their students.

Athens teachers let student learning guide instruction. They make teaching decisions "on the run" to ensure their students are learning what's being presented. They decide what's to be taught tomorrow by what they observed in the classroom today. Teachers look at student progress often, not just at formal assessment times.

This isn't something the teachers prepared for in college. Flexible instruction is something they're learning on their feet through an empowering, job-embedded professional development program that emphasizes writing and reading.

"Teachers observe student progress from day to day and make their teaching decisions accordingly," said primary teacher Jill Myers. Myers received training as part of Ohio State University's Literacy Collaborative to serve as the on-site literacy coach at Athens Elementary.

The school day begins with a three-hour literacy block. During that time, students focus on reading and writing. Each day they build their skills toward becoming independent readers and writers.

During those morning hours, teachers are honing their skills in how they teach reading and writing. As the literacy coordinator, Myers confers with teachers, coaches

them and models lessons.

Teachers videotape themselves working with students. They find that watching the tapes helps them reflect on their own daily teaching, Myers explained.

"I'm helping the teachers connect with what their students are doing now and how they can help students become independent writers and readers," Myers said about her work in other classrooms. "I want teachers to discover on their own. They do a lot of self-evaluation, reflecting and making their own decisions on how to teach better."

Since she does not teach students during the morning literacy block, Myers is available to coach other teachers. "Teachers don't always realize the good things they do," Myers said. "This is an extra tool to assist in our development."

Myers teaches her own primary literacy block in the afternoon. "I'm not asking the other teachers to do something I'm not doing myself," she explained.

Myers also leads an after-school literacy class in which teachers do whole-school reflection, analyze student work, study current literacy research and strategies, and devise plans to help students move forward. Last year, each Athens primary teacher spent 40 hours in the class.

"This part has been very beneficial," Myers said. "Teachers always say they'll get together but rarely do. Time is such an issue, this class gives us a regularly scheduled opportunity to meet and focus on our work with students."

During this year's literacy class, each teacher is doing a case study of three students – one lower-level, one mid-level and one high performer. By using student work and the Kentucky Marker Papers, Athens teachers are identifying student strengths and weaknesses and devising teaching points for improvement. Kentucky Marker Papers give P-8 teachers samples of what good writing looks like and suggests lessons to help students become proficient writers.



Photo by Rick McComb

Athens Elementary students Lisa Nguyen and Valerie Varble respond to questions about what their teacher has read aloud in class. Each school day at Athens begins with a three-hour literacy block focused on giving students the skills they need to become independent readers and writers.



Photo by Rick McComb

Jill Myers (background) observes and takes notes as teacher Penny Perkins guides primary students in a reading exercise at Athens Elementary. Myers received training as part of Ohio State University's Literacy Collaborative to serve as the school's on-site literacy coach. Perkins trains other Fayette County teachers in literacy strategies.

## Athens students learn to be independent readers and writers

Primary students at Athens Elementary do a lot of reading and writing. In fact, they spend three hours every morning increasing their literacy skills.

The morning literacy block may sound like a long time to hold primary students' interest, but it's not, according to teachers at the rural Fayette County school. The youngsters are having too much fun reading stories, telling their own tales and writing about events in their lives.

"My students are excited about writing," said primary teacher Penny Perkins, who also trains other Fayette County teachers in literacy strategies.

Through a variety of daily activities, Athens students gain a love for words. They learn the power of words in communicating their thoughts and emotions to others.

Using strategies from the Literacy Collaborative, teachers are increasing literacy achievement for all Athens students. Students and teachers read aloud together. They write together. Teachers stop frequently to ask: "What is the author trying to tell us?" "Why would you use those words?" "Should we write a poem or a letter?"

Teachers also confer individually with students about their writing. "We take time to talk, let the students tell us more about their message and develop their own story by talking it out," said Leisa Reed, who is training to be a literacy coordinator for Athens' exiting primary and intermediate classes.

Allowing students to see adults as readers and writers is an important part of literacy strategies at Athens. Every school day, Athens Elementary Principal Judy Boggs writes a letter to the

218 students and displays it on the wall outside her office. Many students write back to her, sharing their thoughts and feelings and raising new ideas of their own.

At Athens, it's important for students to know that reading and writing have authentic purposes. It's not just something to do to get a grade. "We can get writing out of our students, but if they never pick up the pen on their own time, it's for nothing," said Jill Myers, a primary teacher who spends part of every day as literacy coordinator for primary classes. "We're building writers and readers at Athens.

"We encourage parents to let their children see them read and see them write notes, letters, even grocery lists," Myers added. "This helps our children understand how literacy is important to their lives."





Photo by Scott Fray

# Renowned writer and Egyptologist helps students solve the mysteries of writing

By Judy Sizemore  
Kentucky Arts Council

**F**ourth-grade students at Spencer County Elementary are enjoying a rare treat this year. They are developing their writing skills under the guidance of Normandi Ellis, an award-winning author and an expert in the ancient scrolls of Egypt.

As a child, Ellis could not decide whether she wanted to be an artist or a writer. In a way, she has become both. Her work with hieroglyphics allows her to experience poetry as both language and the visual imagery of the painted glyphs. As a Kentucky Arts Council writer-in-residence, she shares this multi-sensory approach with students through a series of writing activities. In "Personal Universe," for example, students develop their own word banks of concrete sensory images through visualization. In "Page to Stage," students use their kinesthetic senses to jump between creative writing and dramatic improvisation. In "Story Spinner," students spin a gigantic wheel to "win" random story elements that

they use to create original fiction.

Ellis often incorporates her work as an Egyptologist into her residency work. Last year, she visited Egypt between sessions with students at Peaks Mill Elementary in Franklin County. She sent them daily postcards from Egypt. When she returned, she shared memories of her trip.

This year, her Spencer County students are copying their poetry on scrolls and learning about the life of scribes in ancient Egypt. In the wake of the terrorist attack of Sept. 11, she has also helped students understand contemporary life in an Arab country.

In an author interview on amazon.com, Ellis explained why she loves being a writer-in-residence: "It feels important to me. ... What matters is when a child stops me in the hall to show me something newly created, when a child tells me he thinks I'm the Michael Jordan of literature (how dear!), when I read a poem out loud ... and every child holds his or her breath. ... I love watching their

faces when they 'get it.' Language like that is like love flowing out of our mouths, cascading onto school desks, spilling over into

little grubby hands and filling them with light. I love it. I really do. And I'm proud of my kids."

## Want an artist in your school?

Normandi Ellis is one of many artists working in Kentucky schools through the Kentucky Arts Council's Artists-in-Residence grant program, which provides matching funds to bring painters, potters, weavers, sculptors, storytellers, musicians, dancers, theatre artists, folklorists, folk artists and writers into Kentucky classrooms. The next deadline for schools to apply to host an artist-in-residence is Jan. 22, 2002.

The council's Arts in Education opportunities also include the School-Community Arts Partnership Program, the Teacher Incentive Program and project grants. For details, visit the council's Web site at [www.kyarts.org](http://www.kyarts.org) and click on Grant Guidelines and Applications, or contact John S. Benjamin toll free at (888) 833-2787, extension 4813.

Kentucky Arts Council "circuit riders" in each region are available to explain the grant programs and provide technical assistance in developing grant applications. Contact information is on the Web site under "KAC Staff and Circuit Riders."



# Teachers' Professional Growth Fund

18 hours X 65 teachers + content-specific PD = increasing math scores

3 districts 2 presenters

By Faun S. Fishback

Kentucky Department of Education

Spending three hours after school studying mathematics sounds like cruel and unusual punishment to most people. However, 65 middle school mathematics teachers will meet six times this school year to do just that.

Participation in the Middle Grades Algebra Project – MGAP – revives and reenergizes them, say these teachers in grades 5-8 in the Owensboro Independent, Daviess County and Hancock County districts. Janice Eaves, assistant principal at Owensboro Middle and MGAP coordinator, says the goal of this local professional development program is to increase teachers' mathematics abilities and improve their instructional practices.

While serving as a mathematics consultant for the Region 2 Service Center, Eaves learned about the Teachers' Professional Growth Fund, created by the 2000 General Assembly. The fund provides money to help middle school teachers obtain high-quality professional development in content knowledge and teaching methods. It targets middle school mathematics teachers, but unused money can be awarded to other middle school core content teachers.

In developing a program that led to MGAP, Eaves enlisted the assistance of two mathematics allies: Ann Evans, Hancock County assistant superintendent for instructional assessment, and Scott Firkins, Daviess County's mathematics and science curriculum consultant. They collaborated to design a high-quality, continuing professional development program that would give their teachers access to trainers who know content, mathematics standards and

Kentucky's education system.

Project Math Mentoring (or Project M<sup>2</sup>) was developed in 2000. Twenty-eight teachers participated in the 18-hour professional development program last year. Teachers applied to the Professional Growth Fund to be reimbursed for the cost of program registration and travel expenses. Teachers received a \$500 stipend for completing the project.

Nancy Henson, a former regional mathematics consultant for the Kentucky Department of Education and former mathematics teacher at Rowan County High, led the sessions. She remained in the districts one day after

training to model lessons for teachers and to answer follow-up questions.

In planning the second year for the project, the three district leaders polled participants. Teachers looked at student scores and determined that algebraic thinking was the weakest area of student achievement in all three districts.

Algebraic thinking became the focus for year two, and Project M<sup>2</sup> became the Middle Grades Algebra Project. All 28 first-year participants returned for the second year, and 37 additional teachers registered.

Penny Roberts, a 5th-grade mathematics teacher at Longest Elementary

*Continued on Page 12*



Photo by Janice Eaves, Owensboro Independent Schools

Kevin Lowe and Sally Tingle, 5th-grade mathematics teachers at Audubon Elementary in Daviess County, work with manipulatives to solve a mathematics problem during an MGAP training session at Owensboro Middle School. Teachers in grades 5-8 from Daviess County, Owensboro Independent and Hancock County districts are using Teachers' Professional Growth Funds to pay for an 18-hour content-specific mathematics training program.

## Sarah Lamb makes the fund work for her

"If anyone offers me \$2,500, I'll take it!" Sarah Lamb told members of the Kentucky Board of Education at a recent meeting.

The 7th-grade mathematics teacher at Owensboro Middle School is one of nearly 400 middle school teachers who participated in the Teachers' Professional Growth Fund program last year. She received an additional \$2,500 from the fund this school year.

Lamb used the money to participate in national and state mathematics and technology conferences she would otherwise not have been able to attend. She shares the materials and resources from these content-rich professional development activities with other Owensboro Middle School teachers and with teachers participating in MGAP. (See story on this page.)

Most importantly, Lamb said, the professional development money gave her "the extra push" to get her master's degree in mathematics rather than a master's in education. She has used fund money to take 12 hours of graduate-level mathematics courses at Western Kentucky University. The fund paid for tuition, books and travel.

"Getting my master's in mathematics is increasing my math knowledge and giving me more confidence in my teaching," she said. "I know where I really need to be leading my students and can help them build those skills. It makes teaching the material so much easier."

Lamb encourages other area middle school mathematics teachers to take advantage of the fund to continue their education. Because of her efforts, Western Kentucky University will offer a mathematics class via teleconferencing and the Internet to Owensboro teachers next year.

"The Teachers' Professional Growth Fund has been a wonderful, wonderful assistance to me," Lamb said.



# Grades bring glory in Menifee County

Scholastic achievement and patriotism blended into a theme for this year's Renaissance Rally at Menifee County High School. Local business and civic leaders join the district's high school and middle schools each year to recognize students who scored at the proficient and distinguished levels on the Kentucky Core Content Tests.

At this year's rally on Nov. 15, seven seniors and juniors who posted distinguished-level scores on last spring's state tests received laptop computers. Five others who had received laptops the previous year received digital cameras. Ten sophomores received graphing calculators for scoring in the top 5 percent of the nation on the CTBS section of last year's state assessment. Four freshmen who scored distinguished on the tests they took as 8th-graders received \$25 gift cards. The community donated more than \$10,000 in prizes this year.

The school regularly recognizes students for day-to-day achievements, too. Each student with a grade point average of 2.0 or higher for the first nine-week grading period this year received a red-white-and-blue T-shirt with the message "No Grades, No Glory." At the end of every grading period, students can earn "Renaissance cards" offering privileges such as admission to a ball game or a homework or quiz pass.

Menifee County started the Renaissance recognition system in 1998-99 as one strategy for boosting test scores. High school teacher Brenda Warren considers the system a success. "Student morale has increased 20 fold!" she said. "Students like school now, and they want to earn Renaissance cards. They also want to do well on state tests to qualify for the major prizes. Scores on the 2000-01 assessments are 10 points higher than in 1998-99."

Warren praises the community for its support. "We live in a small

community that is economically challenged," she said, "but our local business and community leaders recognize the importance of education. They show tremendous support for our

students."

For more information about the Renaissance student recognition system, contact Menifee County High School teacher and Renaissance

coordinator Donna Childers at [dchilders@menifee.k12.ky.us](mailto:dchilders@menifee.k12.ky.us) or teacher Brenda Warren at [bwarren@menifee.k12.ky.us](mailto:bwarren@menifee.k12.ky.us). To reach them by phone, call (606) 768-8102.

## Teachers' Professional Growth Fund continued from Page 11

in Muhlenberg County, trains the 5th- and 6th-grade teachers; Henson trains the 7th- and 8th-grade teachers. Henson again remains in the districts the day after each training.

Firkins, Daviess County's mathematics consultant, said every mathematics teacher from Burns Middle School participated in Project M<sup>2</sup> last year. That spring, the school posted the district's highest mathematics scores at 88 on the state assessment system's 140-point scale.

"The project is giving teachers activities that fit right into their classes," he said. "It's giving them exactly what they need."

Judy Trunnell, a 6th-grade teacher at Burns, agrees. "I think the training is really involved in bringing up our scores," she said.

Jennifer Martin, a special education teacher in mathematics and language arts at Owensboro Middle, used new instructional strategies with her 7th-graders. "I've been able to take activities for the regular classroom and modify them for my students," she said.

Michael Swihart is a 5th-grade mathematics teacher at South Hancock Elementary. Sona Miller works with Title I students in his classes. "Now when the students struggle with mathematics, I've got strategies to use to help them break down the problem and learn how to solve it," said Miller.

Swihart, who has been teaching for four years, can see results from the professional development project. "It's definitely contributed to the growth in our math scores," he said. "Any growth I do as a teacher is going to make a difference in my students."

For more information about MGAP, contact Janice Eaves at (270) 686-1130, Ann Evans at (270) 927-6914, or Scott Firkins at (270) 852-7000. For more information about the Teachers' Professional Growth Funds, contact Ann Bartosh, mathematics consultant for the Kentucky Department of Education, at (502) 564-2106 or visit the Kentucky Department of Education's Web site at [www.kentuckyschools.org/oapd/curric/tpgf/](http://www.kentuckyschools.org/oapd/curric/tpgf/). All four educators are on the KETS global e-mail list.



Photo by Joy Barr

## Step-off to the Olympics

Olivia Deneva (right), Maria Ortiz, Diana Cruz and Heriberto Vargas prepare to lead their classmates in a parade to the gym to participate in their own "Olympic Games." Their school, Cardinal Valley Elementary in Fayette County, is in the spotlight as an official relay point for the Olympic torch. Teachers in all content areas are capitalizing on the event to tie instruction to the games. Some of the primary classrooms, for example, have become different "nations," each with its own color, mascot and flag.

For more information about Cardinal Valley's approach to Olympics-related lessons, contact professional staff assistant Pam Clemons or teacher Judy Turner at (859) 381-3340 or through the KETS global e-mail list. These Web sites lead to resources for Olympics-related instruction:

- The school's site at [www.cardinalvalley.fayette.k12.ky.us/](http://www.cardinalvalley.fayette.k12.ky.us/) (click on "Projects" or the Olympic flag);
- The Utah Education Network's Olympics site at [www.uen.org/2002/](http://www.uen.org/2002/);
- The official Web site of the 2002 Olympic Winter Games and the Paralympic Games at [www.slc2002.org](http://www.slc2002.org).



# State seeks reviewers of new materials for math

The Kentucky Department of Education and the State Textbook Commission invite Kentucky educators, parents and members of the general population to apply to review mathematics textbooks and instructional materials, both print and electronic, for the state's K-12 public

schools.

Reviewers will meet for one day in May 2002 to receive training and establish evaluation criteria. The team will meet for a week in July to review instructional resources and develop recommendations for the commission.

By state law, reviewers must

represent specific areas of experience and expertise and represent balance in gender, geographic and ethnic diversity. Reviewers will receive a stipend and expense reimbursement, and they must be present during the entire week of the review.

To request details or an application,

contact Martha R. Francis, instructional resources consultant in the Department of Education's Division of Extended Learning, 500 Mero Street, Frankfort, KY 40601; e-mail [mfrancis@kde.state.ky.us](mailto:mfrancis@kde.state.ky.us); fax (502) 564-6952.

Completed applications must be postmarked, e-mailed or faxed by 4 p.m. (EST) Feb. 28, 2002.

## Science materials list now on disk and online

The State Multiple List and Consumer Guide for the science adoption cycle (2002-2008) is available on CD-ROM. This CD contains recommended titles (both print and electronic), evaluations by Kentucky reviewers, and the publishers' description sheets and contact information. This and other information on the CD can be helpful to teachers and school-based councils choosing resources for science instruction.

The Department of Education has sent one copy of the CD-ROM to each district textbook coordinator, Kentucky public

school principal and regional service center. Additional copies are available for purchase from the department's online bookstore at [www.kentuckyschools.com/bookstore](http://www.kentuckyschools.com/bookstore) (click on "Curriculum").

All information included on the CD is available free of charge on the department's Web site at [www.kentuckyschools.org/oapd/curric/textbook](http://www.kentuckyschools.org/oapd/curric/textbook).

For details, contact Martha R. Francis at [mfrancis@kde.state.ky.us](mailto:mfrancis@kde.state.ky.us) or (502) 564-7056, extension 4719.

## Speed holds online activity linked to portrait exhibition

The Speed Art Museum in Louisville invites all K-12 students to participate in "What Makes America Great?" a project in conjunction with the museum's presentation of A Brush with History: Paintings from the National Portrait Gallery, Smithsonian Institution, Washington, D.C.

Participating students can visit the museum's Web site ([www.speedmuseum.org](http://www.speedmuseum.org)) to learn more about the great American scientists, authors, statesmen and military leaders depicted in the exhibit. Each student will choose one of the 75 great Americans and, from that person's perspective, write a letter about what makes America great.

The museum will display all entries in a book during the exhibition. One student chosen each week by random drawing will receive a free tour of the museum for his or her entire class and free lunch from Subway.

Send letters to What Makes America Great?, The Speed Art Museum, 2035 South Third St., Louisville, KY 40208. Include name, address, phone number, e-mail address, school, grade level, teacher's name and teacher's phone number. All entries must be received by Jan. 20, 2002. A complete list of rules and regulations are posted at [www.speedmuseum.org](http://www.speedmuseum.org).

## Cultural Ambassadors



Photo by Kay Gevedon, Ashland Independent Schools

Josephine Kalakon (center), a student at Central High School in Jefferson County, works on an experiment with Sara Montague (right) and Ashima Khanna in the chemistry lab at Ashland Independent's Paul Blazer High. The three are members of their schools' human relations clubs, which recently met to exchange ideas and talk about the human relations challenges that students in both clubs face.

Ashima was Josephine's host during the two-day visit that featured classroom and extracurricular activities. At the same time, students at Boyd County High hosted students from Bowling Green (Independent) High School. About 30 human relations clubs in Kentucky middle and high schools receive support from the Department of Education's Division of Equity for their work in creating a positive climate for all students in their school communities.

For information about these clubs, contact Paige Sexton, Division of Equity, at (502) 564-2703, or visit the department's Web site at [www.kentuckyschools.org/ohre/equity/projects/diversityclub/clubs.asp](http://www.kentuckyschools.org/ohre/equity/projects/diversityclub/clubs.asp).

For information and activities related to February's Black History Month, go to [www.kn.pacbell.com/wired/BHM/AfroAm.html](http://www.kn.pacbell.com/wired/BHM/AfroAm.html) on the Internet.

## 'Getaway Guide' is free to schools

The Kentucky Department of Travel has an ample supply of its 2001 "Kentucky Great Getaway Guide" available and will ship copies free of charge to teachers who want them as a teaching and learning tool. Send a request to David Garrett, Kentucky Department of Travel, 514 Barrett Avenue, Frankfort, KY 40601; [david.garrett@mail.state.ky.us](mailto:david.garrett@mail.state.ky.us). Include a return shipping address and note the number of copies requested.

To learn more about the "Getaway Guide" and other materials available through the Department of Travel, visit [www.kentuckytourism.com](http://www.kentuckytourism.com) on the Internet or phone Garrett at (502) 564-0234.



# Teacher of the Year application process opens soon

Teachers who want to apply for the Kentucky Teacher of the Year 2003 program will have access to applications in early January.

The Department of Education will post applications on its Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)) and will send one printed copy to each public school principal and district superintendent, who may photocopy the application as many times as needed.

The Department of Education co-sponsors the annual teacher recognition and professional development program with Ashland Inc. Independent judges, all education professionals, will score applications and select 24 semi-finalists:

an elementary, middle and high school teacher from each of the state's eight education regions.

Judges will visit the classrooms of the top nine scorers (three elementary, three middle and three high school teachers) and then choose one finalist at each level. The judges will interview all three finalists and select one to be Kentucky Teacher of the Year 2003.

In the fall of 2002, the 21 semi-finalists will receive Ashland Inc. Teacher Achievement Awards of \$500 each. Two of the three finalists will receive Ashland Inc. Teacher Achievement Awards of \$3,000 and the title of Teacher of the Year for their

grade levels.

The top award winner, Kentucky's Teacher of the Year 2003, will receive several benefits:

- a \$10,000 Ashland Inc. Teacher Achievement Award
- up to \$25,000 in professional development opportunities
- a \$2,500 expense voucher from the Kentucky Department of Education
- \$1,000 from a national insurance company
- the opportunity to represent Kentucky in the National Teacher of the Year competition sponsored by the Council of Chief State School

Officers and Scholastic Network

- other gifts from state agencies and private businesses.

Any teacher in the state with three years of experience may apply.

For more information about the Kentucky Teacher of the Year Program, contact Donna Melton at (502) 564-3421 or [dmelton@kde.state.ky.us](mailto:dmelton@kde.state.ky.us), or check the Internet at [www.kentuckyschools.org](http://www.kentuckyschools.org) (select "Awards and Recognition" in the drop-down menu).

Information about the Ashland Inc. Teacher Achievement Awards is available from Chris Yaudas at (859) 815-3846 or [www.ashland.com/education/awards/](http://www.ashland.com/education/awards/).

## Three schools win Blue Ribbon honors

Kentucky has named three Blue Ribbon Schools for 2001-02 and nominated them for the U.S. Department of Education's Blue Ribbon Schools recognition program. The nominees are Barren County Middle, North Oldham Middle and Oldham County High schools.

The Blue Ribbon Schools program serves three purposes:

- to identify and recognize

outstanding public and private schools across the nation

- to make research-based effectiveness criteria available to all schools for self-assessment and improvement

- to encourage schools to share information about best practices.

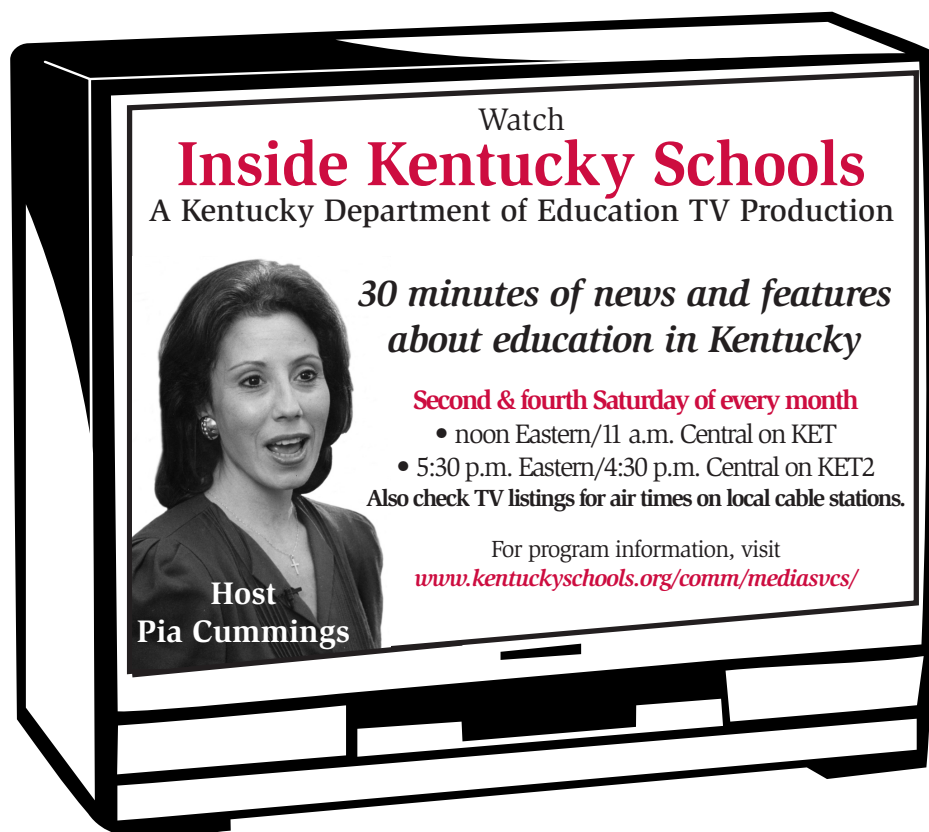
To receive Blue Ribbon recognition, a school must demonstrate a strong

commitment to educational excellence to all students.

Schools apply for the program by completing an application form available on the U.S. Department of Education's Web site ([www.ed.gov](http://www.ed.gov)). The state's education department enlisted a panel of Kentucky educators to select the state-level Blue Ribbon schools. A national review panel will evaluate the

nominations and select schools for national recognition in the spring of 2002.

The Blue Ribbon Schools program for 2002-03 will spotlight elementary schools. For more information about the program, visit [www.ed.gov/offices/OERI/BlueRibbonSchools/](http://www.ed.gov/offices/OERI/BlueRibbonSchools/) online or contact Kay Anne Wilborn at (502) 564-3421, (800) 533-5372, or [kwilborn@kde.state.ky.us](mailto:kwilborn@kde.state.ky.us).



Watch  
**Inside Kentucky Schools**  
A Kentucky Department of Education TV Production

*30 minutes of news and features  
about education in Kentucky*

**Second & fourth Saturday of every month**

- noon Eastern/11 a.m. Central on KET
- 5:30 p.m. Eastern/4:30 p.m. Central on KET2

Also check TV listings for air times on local cable stations.

For program information, visit  
[www.kentuckyschools.org/comm/mediasvcs/](http://www.kentuckyschools.org/comm/mediasvcs/)

Host  
**Pia Cummings**

## Learning takes wing at aviation museum

Looking for a way to stimulate students' interest in academics? Consider a field trip to the Aviation Museum of Kentucky. As students visit to see vintage and modern airplanes, they get involved in the mathematics, biology, physics, history and geography of flight.

The museum's tour guides, many of them retired from careers in aviation, answer questions and work with teachers to introduce and explain concepts.

In addition to tours, the museum also offers a library of aviation materials; summer aviation camps taught by certified teachers and FAA-approved instructor pilots in Lexington, Madisonville and possibly eastern Kentucky; and NASA-affiliated teacher workshops on using aviation as a teaching tool in the classroom.

The museum is open Tuesday through Saturday from 10 a.m. to 5 p.m. and on Sundays from 1 p.m. to 5 p.m. To learn more about the museum's education programs and special group rates or to make tour reservations, visit [www.aviationky.org](http://www.aviationky.org) on the Internet or contact the museum's executive director, Steve Parker, at [sparker@aviationky.org](mailto:sparker@aviationky.org) or (859) 231-1219.



# THE Bulletin Board

By Joy Barr  
Kentucky Department of Education

## KET wants your school video

Kentucky Educational Television (KET) is looking for sample video projects for a television program on what students are creating. The student-made videos can be any school news program, commercial or public service announcement, music or art video, special event coverage, documentary or classroom demonstration. KET will include examples in a program to be aired over the KET satellite instructional television system near the end of the 2001-02 school year.

Entries are due by April 1, 2002. For more information, call Jeff Gray at (800) 432-0951 or send e-mail to [jgray@ket.org](mailto:jgray@ket.org).

## Get college credit and professional development online with KYVU

Get college degrees or other professional training online from the state's official virtual campus, Kentucky Virtual University ([www.kyvu.org](http://www.kyvu.org)).

KYVU offers college-credit programs and courses, as well as continuing education and professional training from some of the state's finest institutions. Also available are the Kentucky Virtual Library, online tutoring and an online writing center.

KYVU's online courses may qualify for state tuition reimbursement. Registration for spring 2002 classes is open now. For more information call toll-free (877) 740-4357 or send e-mail to [kyvu@kyvu.org](mailto:kyvu@kyvu.org).

For information about professional development from another online resource – Kentucky Virtual High School – check [www.kvhs.org](http://www.kvhs.org).

## KCTE/LA conference coming up in February

The Kentucky Council of Teachers of English/Language Arts 66th annual conference is set for Feb. 8 and 9, 2002, at the Drawbridge Inn in Fort Mitchell. The theme is "Creating a Legacy of Student Literacy."

Advance registration is available at [www.kcte.org/conference/register.html](http://www.kcte.org/conference/register.html).

## Summer research program open to juniors who excel in science

High school juniors who excel in science have an opportunity to participate in the 50th annual Summer Research Participation Program sponsored by the National Science Foundation, the National Cancer Institute and Roswell Park Cancer Institute.

Selected students will gather in Buffalo, N.Y., to attend classes taught by a faculty of internationally known scientists. The students will conduct a research project in molecular-cellular biology, immunology, biophysics, biochemistry, pharmacology or tumor biology, then present their findings.

The application deadline for high school juniors (the graduating class of 2003) is Feb. 15, 2002. Contact Mary Wisnicki at (800) 767-9355 or [mary.wisnicki@roswellpark.org](mailto:mary.wisnicki@roswellpark.org).

## Handbook redefines the role of school principals

"Leading Learning Communities: What Principals Should Know and Be Able to Do" is a comprehensive handbook designed to guide elementary and middle school principals in crafting their responsibilities in key instructional areas. These include setting school goals and standards, improving student performance, providing meaningful professional development for faculty and staff, effectively using data and testing tools, and engaging the local community.

The National Association of Elementary School Principals, in partnership with Collaborative Communications Group, developed the report. Information is online at [www.naesp.org/comm/prss10-29-01.htm](http://www.naesp.org/comm/prss10-29-01.htm).

## Tool kit available for consolidated planning

Download the Kentucky Association of School Council's Consolidated Planning Toolkit at [www.kentuckyschools.org/olsi/comp/kasc.asp](http://www.kentuckyschools.org/olsi/comp/kasc.asp).

## We the People competition set

This year's "We the People...the Citizen and the Constitution" statewide competition is scheduled for Feb. 18, 2002, at Frankfort's Holiday Inn. The annual competition, sponsored by the Kentucky Supreme Court and the Administrative Office of the Courts, is part of the "We the People..." national scholastic program for teaching students about the U.S. Constitution and the Bill of Rights. School teams compete in annual mock congressional hearings.

For details, contact Rachel Bingham, Administrative Office of the Courts, at (800) 928-2350 or [RachelB@mail.aoc.state.ky.us](mailto:RachelB@mail.aoc.state.ky.us).

## Photo essay competition announced

"Preserving the Spirit of Place," a photo essay competition, is open to all Kentucky students. The competition sponsors are the Kentucky Heritage Council and Preservation Kentucky.

Interested students may photograph a local historic building, site or structure and write an essay describing the historic resource and explaining its significance and the importance of protecting it for the future.

Cash awards will go to winners in three categories: primary, intermediate and secondary. Winners also will receive recognition at a Preservation Week celebration. Essays must be postmarked no later than March 31, 2002.

For more information, contact Becky Shipp at the Kentucky Heritage Council, (502) 564-7005 or [becky.shipp@mail.state.ky.us](mailto:becky.shipp@mail.state.ky.us); or Jan Johnston at Preservation Kentucky, (502) 769-2393 or [pkentucky@excite.com](mailto:pkentucky@excite.com).

## Conference scheduled for educators of gifted students

The 22nd annual conference for the Kentucky Association of Gifted Educators will be Feb. 21 and 22, 2002, at the Marriott Griffin Gate in Lexington. The theme will be "Making All the Difference: Gifted Education in Kentucky."

Conference topics include curriculum differentiation, diversity, social-emotional issues, visual/performing arts, parenting, creativity and the administrator's role in programming for gifted students.

For a conference brochure, call (270) 745-4301 or send e-mail to [kage@wku.edu](mailto:kage@wku.edu).



# Kentucky Teacher

DECEMBER 2001 - JANUARY 2002

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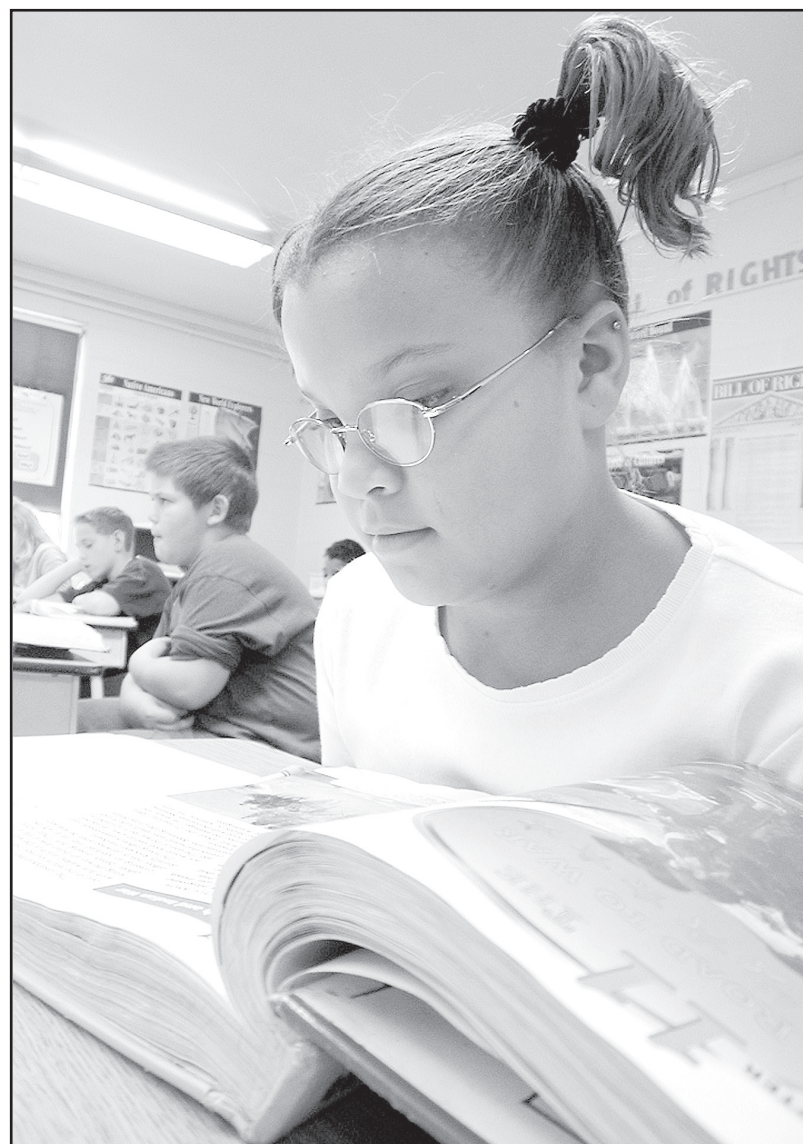


Photo by Rick McComb

**PAGING THROUGH HISTORY** – Fifth-grader Cydney Baker reads about the French and Indian War during a social studies lesson at Catlettsburg Elementary in Boyd County. For more about reading in Kentucky schools, see Pages 5, 8 and 9 in this issue.

*“National test results again support what Kentucky’s own Commonwealth Accountability Testing System shows: Our public schools are improving, and our students are performing at higher levels than ever before.”*

Education Commissioner Gene Wilhoit, on Kentucky 8th-graders’ strong showing in science on “the nation’s report card.” See Pages 1 and 2.

Kentucky Department of Education

Gene Wilhoit, Commissioner

Visit the Kentucky Department of Education’s Web site: [www.kentuckyschools.org](http://www.kentuckyschools.org)